

Charting a Person Centered Path to Employment

SD Person Centered Employment Planning Guide

May 2018



Why Employment?

Work is a fundamental life activity for adults. It provides a sense of purpose, shaping who we are and how we fit into our community. All individuals, regardless of disability, can work and work optimally with opportunity, training, and support the builds on each person's strengths and interests.

CMS Informational Bulletin, 2011

We know... People working in the community experience better:

- Quality of Life
- Community Access and Participation
- Choice
- Safety & Security
- Health

National Core Indicators



Impact on Life Outcomes

Many experiences in life, from an early age, prepare us for work. Feeding pets, cleaning our room, and setting the table as a child set the stage for a strong work ethic later in life. Families, teachers, coaches, and many others have an impact on the paths of young children, high school students and working age adults. It is important to have conversations about work, career exploration, on-the-job supports with the person, their family and others who seek to support the person to have a good life working in the community. The relationships and experiences gained through work will impact the trajectory of their life.



This guide is intended to promote meaningful conversations about the person’s vision of what a “good life” looks like and how work may or may not fit into that vision. The questions, strategies, and direction within the guide are designed to help people, their families, and their supporters determine how to move closer to the desired result.

The guide is not intended to be all-inclusive, but to serve as away to start conversations.

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Creating a Vision

A vision of a good life is the first step in determining whether employment is or isn't something that will ultimately help you achieve your goals.

Sometimes our vision of a good life is different than what others envision for us. Family members, guardians, or others in your life can write down what they envision as a good life for you and it's important to talk about these differences in order to move forward.

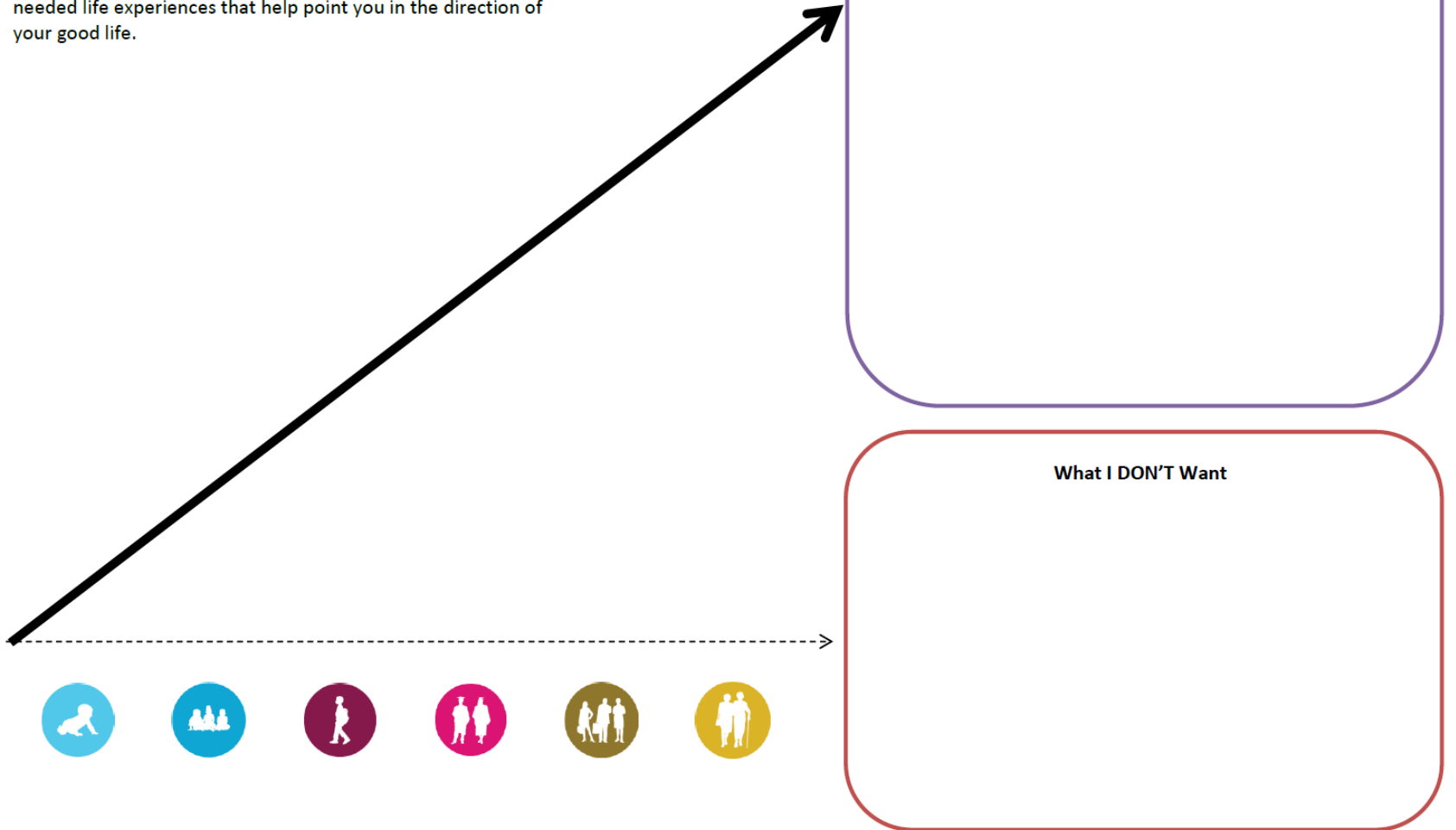
How does work fit into your good life? How can you explore work as a possibility to know how and if work fits into your good life? How can your past and future life experiences move you closer to your good life?

What's your WHY?

CHARTING the LifeCourse

Life Trajectory Worksheet: Individual

Everyone wants a good life. The bubbles on the right will help you think about what a good life means for you or your family member, and identifying what you know you don't want. You can use the space around the arrows to think about current or needed life experiences that help point you in the direction of your good life.



The diagram illustrates a life trajectory worksheet. It features a large black arrow pointing diagonally upwards from the bottom left towards a purple-bordered box labeled "VISION for a GOOD LIFE". A dashed horizontal arrow points from the same starting point on the left towards a red-bordered box labeled "What I DON'T Want". Above the purple box, there are six circular icons representing different life stages: a person sitting, a family, a person walking, two people, a group of people, and a person with a cane. Below the red box, there are the same six circular icons. The entire worksheet is set against a light blue background.

Using PCT Tools for Discovery

Getting to know yourself is an important step in the process of learning about how work fits into your life and helping others understand your strengths, values, and support needs.

The Person Centered Thinking tools and exercises included here will help you and others think about what a good life at work means to YOU.

PCT Tools for Discovery:

- Like and Admire:
 - What do others like and admire about you? What do you like and admire about yourself? What are you good at? How are you smart? Self-confidence is a big part of deciding to start a job search and talking about what you're good at during interviews.
- Relationship Map
 - Think about the relationships in your life-family, friends, paid supporters (doctors, therapists, support staff) and those who support you at home or at work (roommates, coworkers, neighbors). Consider what you like about the people closest to you and what you don't like about people who you do not feel as connected or drawn to. These can be good indicators for what kind of coworkers or supervisors would be a good match in your job search.
- Routines & Rituals:
 - It is important that our work aligns with our natural rhythms-some people others are early risers and love working 8-5, others are night-owls and would prefer to work night shifts. Family structure and responsibilities, cultural and spiritual beliefs, and many other factors impact our values when seeking work.
- One Page Profile:
 - Once you've thought, or talked with someone, about who you are, what makes you happy, content and satisfied, what you need to be healthy, safe, and a valued member of your community, a one page profile is a short introduction to give others an understanding of you and how you are best supported. A one page profile can be a good way to share your gifts, strengths, and best supports when exploring or starting a new job.

Person is in school and planning for life after graduation

Questions to Consider:

- Have you helped me create a transition plan that is truly individualized and prepares me for adult life after school ends?
- Does my transition plan include work or volunteer experience, and practicing how to look for a job, get a job and keep a job?
- What daily/independent living skills am I working on as part of my transition plan?
- Are you helping me understand that doing my best at school and being responsible will help me get a job that I like someday?
- Have you talked to me about postsecondary education? Taken me for college visits?
- Are you helping me learn how to apply for a job and start to gain experience in jobs that interest me?
- Do I have responsibilities at home, school, or in the community?

Considerations for the Team:

Complete an Integrated Supports Star to determine personal strengths & assets, relationships, technology, community based and eligibility based supports available to the person. (pg. 12)

Options may include:

- Asking friends and neighbors about work opportunities they're aware of
- Taking an online class
- Courses in Word, Excel, etc.
- Volunteering
- Post-secondary education
- SD Works resources (Dept. of Labor and Regulation)
- Referral to Vocational Rehabilitation
 - Project Skills
 - Project SEARCH
- CHOICES
 - Individual Supported Employment
 - Group Supported Employment
 - Career Exploration
- Family Support 360
 - Supported Employment

Person is currently working and earning minimum wage

Questions to Consider:

- Am I getting the support I need to be successful at my job?
- What is my perspective about what's working and what's not working with the job I have now?
- Where can I improve my work skills or learn new skills?
- Do I have opportunities to learn about other jobs at my workplace?
- Am I interested in exploring jobs elsewhere in the community?
- Am I happy with my current hours, schedule, and pay?
 - If not, do I need support to talk to my boss about this?
- Do I know how to change jobs if I choose?
- Are there supports that would help me that I'm not getting now?

Considerations for the Team:

Complete an Integrated Supports Star to determine personal strengths & assets, relationships, technology, community based and eligibility based supports available to the person. (pg. 12)

Options may include:

- Asking friends and neighbors about work opportunities they're aware of
- Taking an online class
- Post-secondary education
- Searching for a different job, while maintaining current job
- SD Works resources (Dept. of Labor and Regulation)
- Referral to Vocational Rehabilitation
 - Job Placement
- CHOICES
 - Individual Supported Employment
- Family Support 360
 - Supported Employment

Person has an interest in work and wants to get a job within the next 12 months

Questions to Consider:

- Are there classes offered in my community to gain work skills?
- Will I have a full time, part time job?
- Am I interested in working at more than one job?
- Do I have an interest or a hobby into a way to make money or start my own business?
- What adaptations or supports are available to help me be successful at work?
- Do I know people who could help me in my job search
 - Let me know of job openings
 - Recommend me to a business seeking employees to hire
 - Provide a reference to a potential employer
- Have we talked about how my past life experiences might help me or get in the way of getting a job?

Considerations for the Team:

Complete an Integrated Supports Star to determine personal strengths & assets, relationships, technology, community based and eligibility based supports available to the person. (pg. 12)

Options may include:

- Asking friends and neighbors about work opportunities they're aware of
- Taking a class offered online or in the community
- Visiting and touring different kinds of businesses to learn what they do
- Volunteering
- Joining a local club
- SD Works resources (Dept. of Labor and Regulation)
- Referral to Vocational Rehabilitation
 - Discovery
 - Situational Assessment
 - Job Placement
- CHOICES
 - Individual Supported Employment
 - Group Supported Employment
 - Career Exploration
- Family Support 360
 - Supported Employment

Person has limited work experience, but is interested in exploring his/her interests and what's available

Questions to Consider:

- How might my life change if I had money to do the things I want?
- What does my ideal day look like?
- Are there things I really like to do or want to do?
- How can I best use my gifts and talents?
- Are there classes offered in my community to gain work skills?
- Do I have an interest or a hobby into a way to make money or start my own business?
- Have we talked about how my past life experiences might help me or get in the way of getting a job?
- What do I know about how to get a job?

Considerations for the Team:

Complete an Integrated Supports Star to determine personal strengths & assets, relationships, technology, community based and eligibility based supports available to the person. (pg. 12)

Options may include:

- Asking friends and neighbors about work opportunities they're aware of
- Taking a class offered online or in the community
- Visiting and touring different kinds of businesses to learn what they do
- Volunteering
- Joining a local club
- SD Works resources (Dept. of Labor and Regulation)
- CHOICES
 - Career Exploration
 - Group Supported Employment
 - Day Services
- Family Support 360
 - Supported Employment

Person is not interested in learning about or pursuing employment at this time

Questions to Consider:

- How might my life change if I had money to do the things I want?
- What does my ideal day look like?
- Are there things I really like to do or want to do?
- How can I best use my gifts and talents?
- Are there classes offered in my community to gain work skills?
- Do I have an interest or a hobby into a way to make money or start my own business?
- Have we talked about how my past life experiences might help me or get in the way of getting a job?
- What do I know about how to get a job?

Considerations for the Team:

Complete an Integrated Supports Star to determine personal strengths & assets, relationships, technology, community based and eligibility based supports available to the person. (pg. 12)

Options may include:

- Is the person making an informed decision to not pursue employment based on:
 - Past opportunities to develop personal preferences?
 - Information provided in a manner the person can understand?
 - Consideration of both positive and negative consequences of the decision?
- Learning how to manage free time
 - Exploring community resources
 - Spending time with friends
- Volunteering
- Joining a local club or attending senior center
- CHOICES
 - Day Services
- Family Support 360
 - Companion Care
 - Personal Care

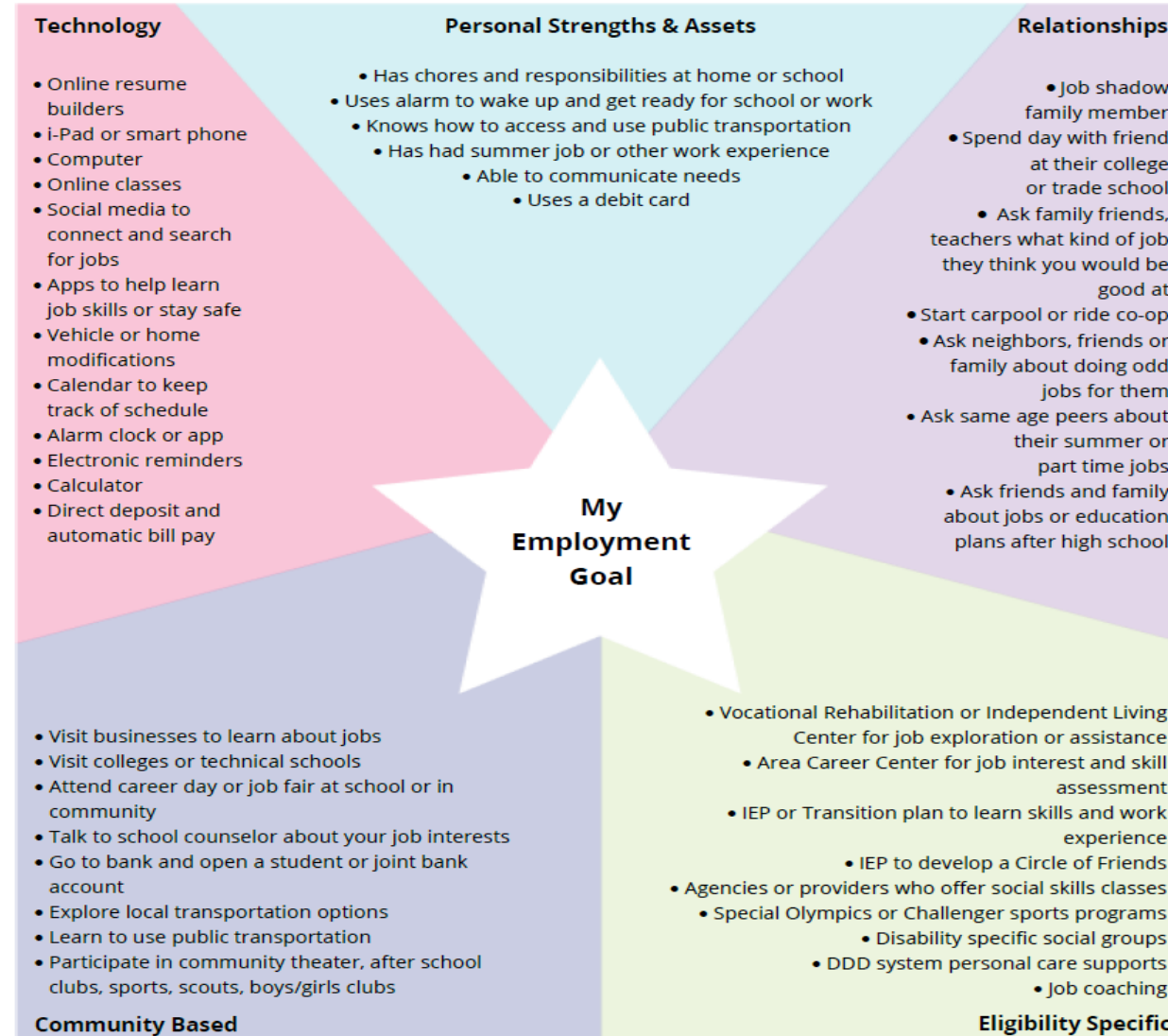
Integrated Supports: Employment

CHARTING the LifeCourse



Integrated Supports: Employment

People need supports to lead good lives. Using a combination of lots of different kinds of support helps to plot a trajectory toward an inclusive, quality, community life. This tool will help families and individuals think about how to work in partnership to support their vision for employment.



Access the LifeCourse framework and tools at lifecoursetools.com

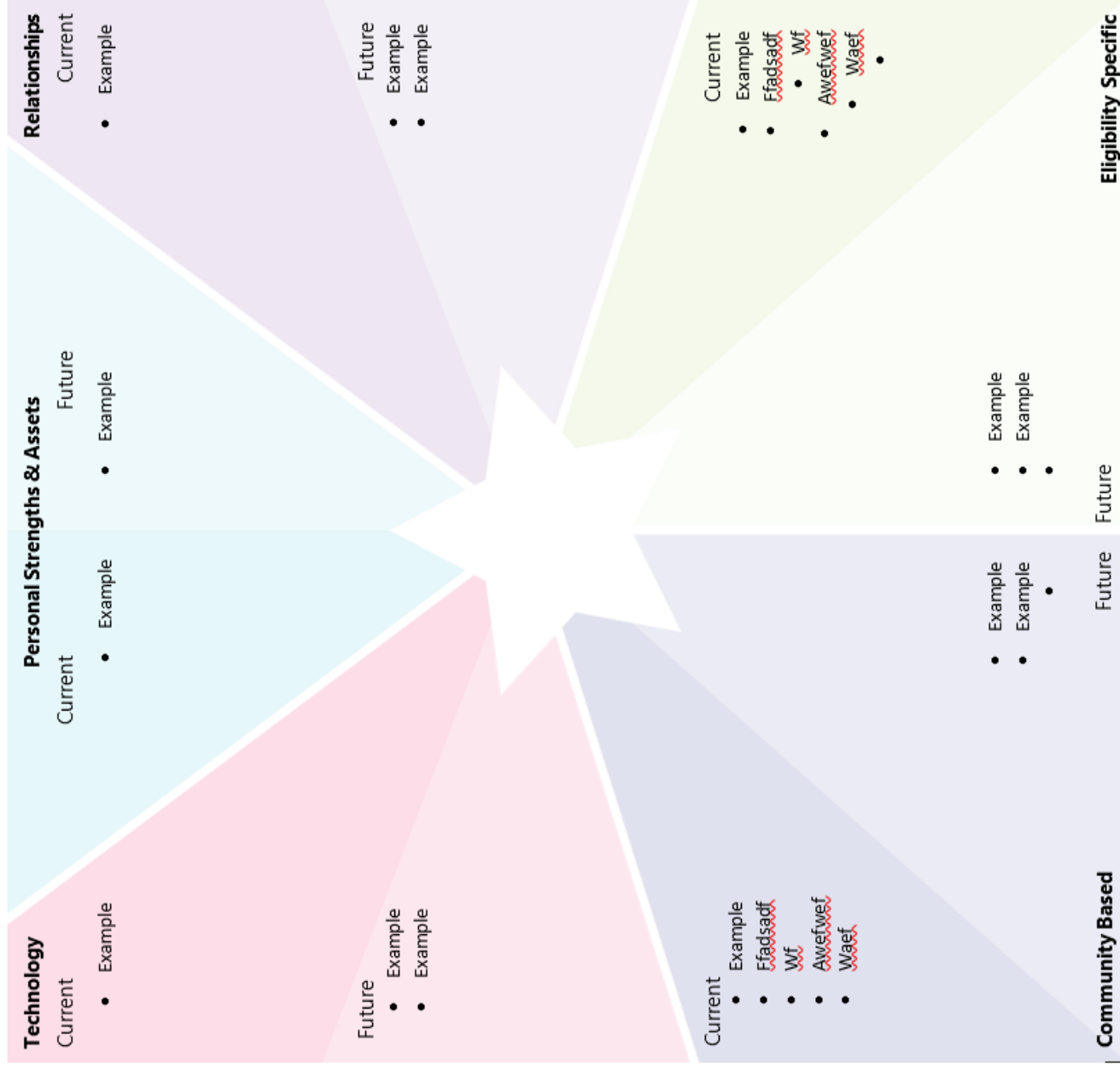
Integrated Supports: What do I have now and what do I need in the future?

CHARTING the LifeCourse



Integrated Supports

People need supports to lead good lives. Using a combination of lots of different kinds of support helps to plot a trajectory toward an inclusive, quality, community life. This tool will help families and individuals think about how to work in partnership to support their vision for a good life.



Access the LifeCourse framework and tools at lifecoursetools.com.

Developed by the UMKC IHD, UCEDD. More materials at lifecoursetools.com.

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Employment Outcomes and Action Steps

Employment Action Plan and ISP Content

- Desired Employment Outcome
 - Addresses the goal and an action plan with specific steps that will lead to success and a Good Life for the person
 - Persons responsible to provide and document provision of supports
- Weekly Schedule outlining Daily Life & Employment Services provided to attain identified employment outcome
 - Individual Supported Employment
 - Group Supported Employment
 - Documentation that the person has made an informed decision to retain group supported employment rather than pursue individual supported employment & team discussion related to employment goals.
 - Career Exploration
 - Specific activities to assist the person to explore employment opportunities
 - Description of activities that will occur in integrated settings
 - Day Services
 - For those age 65 or older, an Employment Action Plan is not required
 - For those age 18-64, if not focused on employment, ISP must outline informed choice as described on page 10. Information regarding employment opportunities must be presented at least annually or as requested by the person.